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ABSTRACT

The John Jay Elementary Secondary Education Act Title VII Bilingual Program was implemented at John Jay High School, a comprehensive high school in Brooklyn, New York. This program was designed to offer bilingual, instructional, and supportive services to 9th and 10th grade foreign language dominant high school students. The program served 260 students whose native language was Spanish, 44 whose native language was French, 13 whose native language was Italian, and 40 students born in the U.S. whose dominant language was English. These latter students were served through participation with the true bilingual students in art classes once a day; the English dominant thus got cultural enrichment and those new to this country received social enrichment. Results indicated that all the Spanish dominant students who were present for both pre and post test sessions demonstrated statistically significant growth in reading in the Spanish language, proficiency in the English language tests, and mathematics. Growth was not established for the French dominant and Italian dominant students in the English Language Test but the testing conditions may have invalidated the results. The rate of attendance for all bilingual students was significantly better than the rate of attendance for all the other students in the school exclusive of the bilingual students. (Author/AM)

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EVALUATION REPORT

B/E #09-67606

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JOHN JAY BILINGUAL PROGRAM

SCHOOL YEAR 1975-1976

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title VII: An evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed for the Board of Education of the City of New York for the 1975-76 school year.

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CHAPTER I: PROGRAM

The John Jay Title VII Program was located at John Jay High School, a comprehensive high school which serves its geographic area in District 15 of Brooklyn, New York.

The school is comprised of several autonomous departments, which include College Bound Program, Program Preparatory for Careers in Criminal Justice, a Mini-School for the Freshman Classes, a Coop School where the students alternate one week of work with one week of school, a School for a Truant Population which seeks to enhance motivation and a Bilingual Program.

The school has a morning session and an afternoon session. For the most part, the Bilingual Program is scheduled in the afternoon. Many of the bilingual students have free lunch and therefore arrive at the school prior to the time when their classes are scheduled.

This is a recycled program which for fiscal 1976 employed a project coordinator, a bilingual school secretary, 3 resource teachers of Spanish, 1 resource teacher of French and 1 resource teacher of Italian. In addition, there were 3 full-time educational assistants, 2 part-time educational assistants and 2 part-time family assistants. There was an evening component which employed resource teachers for 480 hours to conduct workshops for teachers and parents. Educational personnel which were not funded by the Title VII Program consisted of 8 tax levy ESL (English-as-a-second-language) teachers and 9 subject area teachers.

The program was designed to offer bilingual, instructional and supportive services to 9th and 10th grade foreign language and English language dominant high school students under funding from Title VII in the period from September, 1975 through June, 1976.

The federally funded part of the program served 260 students whose native language is Spanish, 44 whose native language is French and 13 whose native language is Italian. In addition, there were approximately 40 students native to the United States whose dominant language is English, who were served through participation with the true bilingual students in art classes once a day; the English dominant student thus got cultural enrichment and those new to this country received social enrichment.

The figures given above include each student who at any time during the academic year was on a register of this funded program but do not indicate the day-to-day population because of the mobility of the families of the students served. For example, the static population which might be expected on any given day during the year tends to be about 210 of the Hispanic speaking group.

Selection of the students for the program was based upon a score of 3 or below on the Rating Scale of Pupils Ability to Speak English.

CHAPTER II: EVALUATIVE PROCEDURES

The evaluation objectives, as stated in the evaluation design as prepared by the Office of Educational Evaluation, were

> Evaluation Objective #1: It is expected that the mean post-test reading score achieved by the Spanish language dominant students will surpass their pre-test score at the .05 level of statistical significance when the results of the Cooperative Inter-American Series Reading Comprehension Test are submitted to analysis with a T test for correlated groups.
>
> Evaluation Objective #2: It is expected that the mean post-test score in the Proficiency in English Language Test achieved by the treatment group will surpass their pre-test score at the .05 level of statistical significance when results of the Proficiency in English Language Test are submitted to analysis with a T test for correlated groups.

Evaluation Objective #3: It is expected that mean post-test mathematics scores achieved by the treatment group will surpass their pre-test score at the .05 level of statistical significance when results of the New York State Competency Test in Mathematics are submitted to analysis with a T test for correlated groups.

Evaluation Objective #4: It is expected that the rate of attendance achieved by the treatment group will surpass the comparison group at the .05 level of statistical significance when pupil attendance results are submitted to analysis with a T test for percentage difference for uncorrelated groups.

The treatment group for Evaluation Objective 1 was to consist of all Hispanic dominant pupils receiving instruction in reading in Spanish. The pre and post-testing was carried out as planned and the results are presented in Chapter III of this report.

The treatment group for Evaluation Objective #2 was to consist of all Spanish language dominant, French language dominant, and Italian language dominant students who were receiving instruction in the English language. The testing was carried out as indicated in the evaluation design but appears to be somewhat lacking in validity for the French language dominant and Italian language dominant students. The lack of validity is suggested by the fact that the tests given all students including the French and Italian language dominant were printed in Spanish. For the French dominant and Italian dominant students the directions in French and Italian respectively were printed on the blackboard and the student thus had to look up to the board for the directions and ignore those printed on the test paper.

The results are presented in Chapter III of this report. The treatment group for Evaluation Objective #3 consisted of the Hispanic dominant students as they were the ones who received instruction in mathematics.

The New York State Minimum Competency Test in Mathematics was administered on a pre and post basis to those students. The testing was carried out as

planned and the results are presented in Chapter III of this report.

The treatment group for Evaluation Objective #4 consisted of all students in the Title VII group. The comparison group was to consist of all pupils in the school. Attendance records for both the treatment group and for the school as a whole exclusive of the treatment group were to be provided the evaluator by the project coordinator. This was done and a T test for a difference between percents was to be applied to determine the significance of the difference if any at the .05 level. The results are presented in Chapter III.

Evaluator determination of the extent to which the program was implemented as proposed was carried out through site visits, observation of all program classes at least once, interviews with the project director, the school principal and where possible informal interviews with teachers.

The findings based upon the observations and interviews are in Chapter III of this report.

CHAPTER III: FINDINGS

GENERAL OBSERVATIONS

The program appeared to be carried out as it was described in the proposal. An evening program for parents has been conducted on a weekly basis since November; and a monthly bilingual newsletter has gone to all parents, so as to help those who have not directly participated in the workshops. Parents who attended the workshops had an opportunity to participate with the project staff in the formulation and implementation of policies and plans for the program.

There have been monthly staff workshops for all the teachers in the bilingual program. Topics developed in the workshops included motivation, discipline, lesson development, testing, guidance and the use of audio-visual equipment.

Staff members attended the New York State Association of Foreign Language Teachers Convention as well as the National Association of Bilingual Educators' Convention in San Antonio, Texas.

Three teachers were reimbursed for courses which they took in the areas of guidance and administration.

In the art classes which were attended by 40 English dominant students from the regular program of the school as well as the bilingual students, Aztec calendars were made, which have been exhibited at a local bank. They were spectacularly attractive when seen by the evaluator at the school; various forms of ceramics were used. Linoleum block prints were carved and the designs from them stamped on draperies which were seen hanging in the school.

The student tutorial program has been functioning on a regular basis so that some students can assist those in need of help.

Other student activities include the formation of a Hispanic bilingual club, a bilingual dance program, for which the students made flowers as decoration on John Jay Day and trips to local museums and parks.

Observation of Classes:

On occasions of classroom observations, pupils seemed to be motivated and involved. Classrooms operated with considerable structure; teacher supervision by the program coordinator appeared to be oriented along practical lines. Mainstream classes in social studies and in Spanish for English students were observed so as to get a perspective of the total program in the school. These classes also gave evidence of good pupil participation and motivation.

Interview with the Principal of the School:

The principal discussed the Bilingual Program in the context of the overall organization of the school which has, as mentioned in Chapter I many autonomous departments. He stated that the school mainstream is considered to be an academic one and that there is no "tracking" as such. There is heterogeneous grouping except where the nature of the course would state otherwise. Homogeneity is most likely to occur in physics, algebra and chemistry. Heterogeneous grouping tends to occur in biology, English and history.

The principal is looking forward to the time when the bilingual students can be mainstreamed; he hopes this will be in the third and fourth years of their high school careers. He mentioned difficulties with scheduling of teachers and students. Because of the large total population served, there is a morning and an afternoon session. This creates a problem of skewing in the middle, with a necessary overlap of some classes particularly in a subject such as music. A further complication is that many of the bilingual students have free lunch, which puts a further burden on scheduling as normally the bilingual program is part of the afternoon session. He mentioned the ESL Program offered within the English Department of the school and commented on a number of recent entrants who are Arabic.

There appears to be a cooperative relationship between the principal of the school and the Title VII Project Director.

Evaluative Findings:

Evaluation Objective 1 was designed to determine if the mean post-test reading score achieved by the Spanish language dominant students would surpass their pre-test score at the .05 level of statistical significance when the results of the Cooperative Inter-American Series Reading Comprehension Test were submitted to analysis with a T test for correlated groups.

Ninety five Hispanic dominant students were present for both the pre-test and the post-test. The difference of 19.50 between the mean pre-test score of 56.37 and the mean post-test score of 75.87 was significant at the .01 level. These results are presented in Table I.

TABLE I

COOPERATIVE INTER-AMERICAN SERIES READING COMPREHENSION TEST GIVEN TO SPANISH-DOMINANT STUDENTS

	Pre-test	Post-test
No. of Students	95	95
Mean (Raw Score)	56.37	75.87
Standard Deviation	21.88	21.77
Correlated T - Value	15.22	
Difference	19.50 significant at .01 Level	

Evaluation Objective 2 was designed to determine if the mean post-test score in the proficiency in English language test achieved by the treatment group would surpass their pre-test score at the .05 level of statistical significance when the results of the proficiency in English language test were submitted to analysis with a T test for correlated groups.

Ninety four Hispanic dominant students were present for both the pre-test and the post-test. The difference of 24.25 between the pre-test mean score of 115.36 and the post-test mean score of 139.61 is significant at the .01 level. These results are presented in Table II.

TABLE II

TEST OF PROFICIENCY IN ENGLISH LANGUAGE
GIVEN TO SPANISH DOMINANT STUDENTS

	Pre-test	Post-test
No. of Students	94	94
Mean (Raw Score)	115.36	139.61
Standard Deviation	43.44	43.217
Correlated T Value	12.01	
Difference	24.25 Significant at .01 Level	

Twenty-four French dominant students were present for both the pre-test and post-test of the test of proficiency in the English language. The difference of 11.22 between the pre-test mean score of 140.91 and the post-test mean score of 152.13 was not significant in the .05 level when analyzed by the "difference" method. These results will be found in Table III.

TABLE III

TEST OF PROFICIENCY IN ENGLISH LANGUAGE
GIVEN TO FRENCH DOMINANT STUDENTS

	Pre-test	Post-test
No. of Students	24	24
Mean (Raw Score)	140.91	152.13
Standard Deviation	27.01	29.09
t ("Difference Method")	0.42	
Difference	11.22 Not significant at .05 level	

Seven Italian dominant students were present for both the pre-test and post-test administrations of the Test of proficiency in The English Language. The difference of 25.29 between the mean pre-test score of 156.14 and the mean post-test score of 181.43 is not significant at the .05 level when analyzed by the "difference" method.

These results will be found in Table IV.

TABLE IV.

TEST OF PROFICIENCY IN ENGLISH LANGUAGE
GIVEN TO ITALIAN DOMINANT STUDENTS

	Pre-test	Post-test
No. of Students	7	7
Mean (Raw Score)	156.14	181.43
Standard Deviation	12.89	17.02
t ("Difference Method")	1.94	
Difference	25.29 not significant at .05 level	

The French language dominant and Italian language dominant students shared the problem of a test protocol printed in Spanish andhad to make an additional adjustment looking up to the blackboard for a translation which was in the student's dominant language. The validity of any results of these tests should therefore be questioned.

Evaluation Objective 3 was designed to determine if the mean post-test mathematics scores achieved by the treatment group would surpass their pre-test mean scores at the .05 level of statistical significance when results of the New York State Competency Test in Mathematics are submitted to analysis with a T test for correlated groups.

The treatment group for this category consisted of the Hispanic language dominant students. There were 97 students present for both the pre-test and the post-test. The difference of 4.52 between the pre-test mean of 8.35 and the post-test mean of 12.87 is significant at the .01 level. These results will be found in Table V.

TABLE V

NEW YORK STATE COMPETENCY TEST IN MATHEMATICS
RESULTS FOR HISPANIC LANGUAGE DOMINANT
STUDENTS ENROLLED IN A BILINGUAL PROGRAM

	Pre-test	Post-test
No. of Students	97	97
Mean (Raw Score)	8.35	12.87
Standard Deviation	5.11	5.08
Correlated T-Value	3.06	
Difference	4.52 significant at the .01 level	

Discrepancy Analysis for Objectives 1, 2 and 3

The test scores which are reported upon for evaluation objectives 1, 2 and 3 were earned by at most 97 Hispanic language dominant students, 24 French language dominant students and 7 Italian language dominant students.

A total of 260 Hispanic language dominant students were enrolled in the bilingual program at one time or another from September 1975 through April 1976.

30 of them were not present for both the pre-test and post-testing sessions because of truancy. 38 of them had been transferred to the morning program for regular subjects, such as typing, economics and English but remained in the afternoon bilingual program for geometry and biology; this transfer was occasioned by scheduling changes in the high school due to staff cutbacks. 19 were not present for both testing sessions because they were transferred to the regular program of the school on the basis of their increased language competency. 15 were present for final testing but were late entrants to the program and therefore were not included among those for whom a comparison of pre-test and post-test scores was made. 10 dropped out of school; 2 of these because of marriage. 11 were discharged and it is not known where they went. In addition, six returned to Puerto Rico; 2 to Santa Domingo, 1 to Nicaragua, and 1 to Argentina. 3 are reported as having been transferred to another school. It was stated that one student had moved to Boston and of another the statement made was "moved".

For 25 students no reason was given for the fact that they were not present for both the pre-test and the post-test.

The total number of French students present at one time or another in the program was 44. Pre-test and post-test results for The Proficiency in English Language Test are reported for only 24 students.

Twenty-six French students took the pre-test and 38 took the post-test. Only one student who took the pre-test was absent for the post-test and it probably can be assumed that there were many late entrants to the program. This would account for the difference between the total number served by the program and the number present for both testing sessions.

The total number of Italian students served by the program was 13. There were 10 students present for both the pre-test and the post-test sessions of The Test of Proficiency in The English Language. Three late entrants took the post-test but not the pre-test. Three of the 10 who took the pre-test were absent for the post-test.

The reasons for absence from one or the other test were not given in the case of the French dominant and Italian dominant students as they were for most of those in the Hispanic dominant group who were not present for both the pre-test and post-test sessions.

Evaluation Objective 4 was designed to determine if the rate of attendance achieved by the treatment group would surpass the comparison group at the .05 level of statistical significance when pupil attendance results are submitted to analysis with a T test for percentage difference for uncorrelated groups.

The treatment group consisted of the total population of students assigned to the bilingual program from September 1975 through April 1976 when the attendance figures were collected. The control group consisted of the total population for John Jay High School for both the morning and

the afternoon sessions exclusive of those students on the register in the bilingual program; the time period for the attendance records is from September, 1975 through April, 1976 when these figures were collected.

The comparison of the aggregate register with the aggregate attendance figures for the school as a whole exclusive of the bilingual population yielded a percentage of attendance of 59.07.

The comparison of the aggregate register with the aggregate attendance figures for the students in the bilingual program yielded a percentage of attendance of 78.59.

The difference between the 2 percentages is 19.52 which is significant at the .01 level.

Observation of the program as well as test results suggest that the needs of the Hispanic dominant students are being met. The test results for the French dominant and Italian dominant students are inconclusive. Observation of the program and the attendance patterns suggested by presence and absence at pre-test and post-test sessions suggest that the program interests the students and it is probably a safe assumption that their needs are being served especially in view of the high degree of involvement noted during classroom visits.

The recommendations of last year's evaluation concerning a bilingual resource center have been partially fulfilled through the workshop sessions. There does not appear to be any movement towards the establishment of the totally bilingual high school in a separate facility as was recommended last year. It was observed that teaching in subject matter courses such as social studies and science was predominantly in the student's dominant language as recommended by last year's evaluator. The recommenda-

tion to increase staff meetings to an average of once a month has been implemented.

Two of the instruments of evaluation used this year were standardized instruments such as the Cooperative Inter-American Series Reading Comprehension Test and the New York State Minimum Competency Test in Mathematics. It cannot be determined because of the school's administrative provisions for truancy whether extension of the testing period would have picked up absentees as recommended by last year's evaluator.

CHAPTER IV: SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

All the Spanish language dominant students who were present for both pre-test sessions and post-test sessions demonstrated statistically significant growth in:

1) reading in the Spanish language,

2) proficiency in the English language test,

3) mathematics.

Growth was not established for the French dominant and Italian dominant students in Proficiency in The English Language Test but the testing conditions were such as to invalidate the results.

The rate of attendance for all the bilingual students was significantly better than the rate of attendance for all the other students in the school exclusive of the bilingual students.

The program was fully implemented as planned for in the program proposal and appears to have been successful in meeting most of its objectives.

It is recommended that there be more planned overlap of selected mainstream students with bilingual students, as exemplified this year in programing ESL students with bilingual students for art. Not only should

the lunch hour be used for this purpose, but exploration of other curriculum areas where this could be accomplished is recommended. The possibility that mainstream and bilingual students participate together in guidance workshops which may or may not be oriented towards preparation for careers should be considered.

Future evaluations of this program should, as recommended last year, replace subjective evaluative instruments with standardized instruments as they become available and should provide recognized instruments of assessment for the French dominant and Italian dominant students. Future tests when given in a language other than English should be given in the student's dominant language.

It is recommended that this program be recycled.